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## NOTES ON GEOGRAPHICAL EDUCATION.

BY

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THE STATISTICAL AND THE GEOGRAPHICAL POINTS OF VIEW IN ECONOMIC GEOGRAPHY.—PROFESSOR JEAN BRUNHES\*, OF THE UNIVERSITY OF FREIBURG (SWITZERLAND), has recently printed a very excellent paper on the point of view that ought to obtain in the study of economic geography, if the work is to be really geographical.

The paper opens with a consideration of how a teacher may present economic geography merely from the statistical side without attempting to show any of the geographical principles that have helped in bringing about the geographical conditions. On the other hand, the author pleads that in all work, no matter how elementary, a certain amount of statistics, expressed in round numbers, be included. He then goes on to explain how statistics should be used in the form of averages representing the geographical conditions of a country in reference to rainfall, population, products, etc., and emphasizes the fact that a true average is not found by averaging extremes. For instance, one cannot estimate accurately the productiveness of a country from a statement of the annual rainfall in gross amount. The geographer needs to know more than this; he needs to know the average per month, so as to know whether the rainfall is sufficiently well distributed during the growing season. Several other pertinent illustrations are worked out in a similar way.

Emphasizing the value of making generalizations rather than learning scattered facts, the author urges strongly that not only the principle, but the process of getting the principle, is important, because the statistics are destined to be out of date before the pupil has reached man's estate.

In the latter part of the paper the writer outlines the field of physical geography, of political geography, and economic geography. He shows how physical geography should be organized from

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\* Jean Brunhes, Différences psychologiques et pédagogiques entre la conception statistique et la conception géographique de la géographie économique. *Études Géographiques*, 1, 4, Institut Géographique de l'Université de Fribourg (Suisse), 1900.

the causal standpoint, and how political geography should not be considered as determined, but rather influenced, by the physical condition of a region. Taking the distribution and production of cotton as an illustration, the author analyzes the facts in great detail, and shows how the knowledge of the present economic conditions of cotton demands a knowledge of the physical and political geography of the cotton-growing areas. In conclusion, Professor Brunhes urges the method of research—the scientific method in all economic work in geography in all stages of the study.

This paper is a very suggestive and well-ordered contribution to a subject that seriously lacks organization at the present time. Commercial and economical geography are in the air, and the attempts at organization are many, but thus far nothing permanent and usable has been perfected, at least for secondary and commercial schools. The article in question should be read by all students of the subject, for it is valuable, not only in itself, but also for the many excellent references it contains.

THE SCHOOL OF GEOGRAPHY AT THE UNIVERSITY OF OXFORD.—The *Geographical Journal* and the *Scottish Geographical Magazine* for March both present interesting and instructive accounts of the School of Geography at Oxford University during 1900. The attendance during the year has been very promising, though there is much left to be perfected before the school work may be wholly satisfactory. The attendance varied from 100 in the Michaelmas term to 16 in the Easter term, including many women. By far the larger number attended the lectures only, and particularly the lectures devoted to historical geography, and took none of the laboratory work. Indeed, the numbers attending the laboratory instructions were 6, 4 and 5 in the three terms. Such a division of interest shows strikingly the point of view in reference to geography held largely in Great Britain, and the contrast with the University geography work in the United States.

The courses of lectures given, furthermore, are not as continuous or as intensified as are University courses in geography in this country, as is shown by the number of lectures devoted to the several subjects treated. We find the shortest series a group of five lectures, given to the Natural Divisions of the Old World, and the longest one of sixteen lectures on the Atmospheric Circulation and the Historical Geography of Greece and the Greek World. Six series were given in the field of physical geography and six more in historical geography. In the latter, besides the course noted above,

are the following: The Development of Geographical Ideas (7 lectures); The Historical Geography of the British Isles (7 lectures); that of the Romance and Teutonic Countries of Continental Europe (14 lectures); that of North America, Australia, and the Cape (14 lectures); The Geographical Development of the Roman Empire (8 lectures). The laboratory and field exercises were devoted to cartography, field surveying, the study of maps, terrestrial magnetism, etc.

About \$1,100 have been spent on equipment, and the school has, fortunately, received many valuable donations in the way of publications and maps. The scholarship of £60 was awarded in October to Rev. E. C. Spicer, of New College. The scholar must study a year in the school, with a view of obtaining the diploma, the scope of the examination for which was outlined in this BULLETIN for October, 1900, p. 352.

OUTLINES FOR LOCAL FIELD EXCURSIONS IN GEOGRAPHY.—Those teachers in secondary schools who desire to conduct field excursions in geography are frequently handicapped by their lack of acquaintance with the possibilities of the local field, and are in need of outlines that will suggest not only localities that may be used for the illustration of certain phenomena, but the means of getting to the localities and the practical difficulties that may be favorable or unfavorable to the conduct of excursions. At the last annual meeting of the New York State Science Teachers Association Professor W. M. Davis, of Harvard, urged strongly the preparation of such outlines for various centres.

Good illustrations of the possibilities along these lines are presented in two small circulars that have recently appeared outlining helpful field trips that may be undertaken about Brockton and Springfield, Massachusetts.\*

The first of these pamphlets opens with a brief consideration of the geography and geology of Brockton, with references to the literature of the area. Following these are listed twenty-eight different localities, with brief statements of the principal objects to be seen there. Each locality is then considered in detail, with pertinent and suggestive questions that not only bring out the

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\* The Fields of Brockton: Notes for Field Study in Geography and Geology, by Mark S. W. Jefferson, Brockton Public Schools.

An Outline of Eight Excursions for the Study of the Physical Geography and Geology of Springfield and Vicinity, by William Orr. Published for the Springfield Geological Club by the City Library Association, 1901.

problem of the areas, but also suggest the method of field work to be followed. Several sketch maps are included, and the pamphlet closes with an index showing at which localities various topics may best be illustrated.

The pamphlet by Mr. Orr opens with an outline of important features of the vicinity of Springfield, considered under the following heads: The Upland Area of Crystalline Rocks; The Broad Valley Floor of Sandstone; The Trap Rock Area; The Glacial Deposits; The Epoch of the Glacial Lakes; The Terrace Formation. References are given to the available literature.

Following this introduction are the outlines of eight field excursions, in each of which directions are given for reaching the area, and a good account of the principal points to be seen is included. Certain of the localities are illustrated by good half-tones, and the pamphlet as a whole is very attractive in its appearance.

Such outlines as these are in the right direction, and should be very valuable in giving an impulse to field excursions in the localities concerned, and certainly stand as excellent guides in a much-neglected field.

**GEOGRAPHY IN THE ELEMENTARY SCHOOLS.**—The United States Commissioner of Education, W. T. Harris, has recently published a short but very suggestive paper entitled *Geography in the Elementary Schools*. This article has been widely printed in the educational papers, and should be generally read and assimilated by the elementary school teachers. The paper is a plea for a place for a well-ordered geography in the school curricula, and is an argument against the validity of the severe criticism of some students of educational problems, that geography is a chaos and not a composite, and hence, perhaps more harmful than helpful to children.

Commissioner Harris believes that geography, when well taught, is more capable than any other branch of arousing in a child a thirst for knowledge, of giving a many-sided interest, and of giving him the general habit of looking upon one fact as an explanation of another.

The further claim is that geography, when well taught, is a corrective of superstition, as it substitutes for imagination insight into causal relations and for fancy, thought.

In answer to the criticism that geography is too composite, the author emphasizes the fact that the child's experience is composite, and that hence no subject that was not composite could make the best use of the child's experience and lead him to order his know-

ledge—in other words, could give him the beginnings of the scientific method. He further urges that geography is the one subject that unites the child to his environment, and hence, that geography in schools should not deal with the mere physical features, or, on the other hand, with the distinctly human side, since

Geography unites the study of the natural elements—land and water, climate and productions—with the study of man's present conquest and use of the same.

And, again, that geography is no more a composite than is any other subject; that in all education the pupil begins with the composite and goes toward the simple by analysis.

The points that Commissioner Harris makes in reference to geography teaching are just those long advocated by leading experts in the field. Coming as they do, however, from one who has the universal esteem and honor of the teachers of the country, they ought to be of material assistance in promoting good geography work in elementary schools.

THE ORGANIZATION OF GEOGRAPHY. — Professor Charles R. Dryer, of the State Normal University, Terre Haute, Indiana, presents in the January number of the *Educational Review* an article entitled *The Organization of Geography*, the first part of which is a scholarly and helpful presentation of most modern and accepted points of view in reference to the scope of geography. Opening with a brief account of the development of geography and the work of Humboldt, Ritter, and Peschel, the author passes on to a consideration of the field of geography, which is generally recognized as including the following topics:

(1) The earth as a planet: its form, dimensions, motions, and relations to the sun. This is the astronomical phase of the subject, and its method is mathematical.

(2) The land: its outline and relief, the origin and development of its surface forms, and the materials and structure of the earth crust so far as necessary for the explanation of surface forms. This is the geological phase of the subject, and has recently developed into large proportions, forming the new science of geomorphology.

(3) The sea: its form, floor, volume, and contents, and the properties and movements of sea-water.

(4) The atmosphere: its properties, conditions, and activities, and their results as manifested in climate. It is in this department that geography is most dependent upon physics.

(5) Plants and animals: their distribution as dependent upon environment. This is the biological phase of geography.

(6) Man: the distribution and movements of population; human conditions, industries and occupations as determined by land and water, relief and climate, natural resources, and economic products. This forms the physical basis of history, sociology, and economics.

Taking up the element of distribution as being the keynote of geography in a broad sense, the author quotes the accepted definition of geography, as used in Europe, and shows that distribution is considered as important in all branches of geography, though somewhat in abeyance in the discussion of land forms.\* Though geography must take into account the causal relations in the distribution of many different factors, it is not yet clear to all, as the author shows, which one should be used as the basis for the organization of the subject. In America the Ritterian idea of the earth as the home of man still holds to a certain extent, though, as Dr. Dryer says:

"The scientific geographers of to-day no longer attempt to discover how the earth has been fitted for the home of man, but, first, how all the elements and forces of nature combine and interact to produce the present conditions of relief, climate, and life; second, how man has gradually, and still imperfectly, become adapted to these various conditions.

The scientific organization of the subject in the school field is yet far in the future, though great advances have been made in the last ten years, especially through the work of the well-known texts of Frye, Redway and Hinman, and Tarr and McMurry.

Though it is universally recognized that both the human and the physical elements are essential in school work in geography, the efforts that Dr. Dryer outlines are but a beginning along rational lines. There are so many elements involved, varying from the conservatism of parents and school boards to the over-ambitious and somewhat premature attempts of geographers to bring about the millennium, that the problem is still one of the greatest in the school field. With, however, the generally accepted opinion as to the scope and method of geography there should be no retrogression. Advance by the specialists at just the rate to encourage and spur on the teachers will bring about an organization of geography in the next decade perhaps greater and probably more permanent than some of the attempts of the last decade. Here is the problem to which teachers, geographers, and book publishers should devote their best united attention.

SCHOOL COURSES OF STUDY IN GEOGRAPHY.—Two very successful courses of study in geography have recently appeared and deserve

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\* See also *Editorial in Journal of School Geography*, February, 1901, pp. 63-64.

attention as showing the current point of view in geography work in different parts of the country. The first is the course planned for the City and County of San Francisco,\* and the second is the course in operation in the Horace Mann Schools of Teachers College, Columbia University, New York City.† These two courses have many things in common, and yet show many differences, not merely in details, but in the point of view recognized by the authors as pertinent to school work.

In each case the movement is from the home outward to the larger features of the world, though the method followed and the time of treating such topics as a special study of the United States are different. The second course differs from the first, inasmuch as the essential features of physical geography are introduced gradually and so applied that there is no call for a special course in physical geography in the elementary schools.

The San Francisco course contains many helpful suggestions to teachers as to the best ways to enliven their work with topics of interest from the daily news, etc., and includes a brief series of references to the better books.

The Horace Mann School Course is much more detailed in presenting the essential facts of each year, and contains a certain amount of discussion of the reasons for the order as presented, and includes a carefully selected series of references for teachers and pupils. This course also presents a detailed outline for a High School course in physical geography, intended to cover the ground required for candidates for the entrance examination in physiology at Columbia University.

The first course is planned for the public schools, with varied conditions of work, and the second for a large private school, where the conditions are particularly favorable. Each course is deliberately and carefully planned to secure the best amid the conditions at hand, and ought to be of help to progressive teachers generally.

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\* Courses of Study for the Public Schools of the City and County of San Francisco, Cal., 1901, pp. 106-142. The Murdock Press, San Francisco.

† Geography in the Horace Mann Schools. Teachers College Record, Volume II, No. 2, March, 1901, pp. 63-164.